

## **Alternative Licensure Meeting October 7, 2015**

Attendees: Linda Patriarca, Ray Spain, Ann Bullock, Shirley Stedman, Ralph Evans, Shirley Arrington, Elizabeth Cunningham, Sora Shin, Kat Ngaruiya, Stacy Costello, George Ward and Jane Worsham

Stacy Costello welcomed the attendees to the meeting and asked each participant to introduce themselves. Dr. Patriarca made opening comments about the growing need for teachers in North Carolina, and especially in the counties east of I-95. The teacher supply issue is fueled by an aging teacher population that is facing retirement, problems of distribution and lower numbers of individuals entering and graduating from teacher education programs. School districts are hiring more lateral entry teachers for vacancies that typically have been in secondary subject areas and in exceptional children areas, but are now showing up in elementary and middle school teaching positions. A challenge of lateral entry teachers having high attrition rates and lower student growth may be, in part, attributed to existing licensure programs that are not cohesive, provide marginal supports, and are often completed in isolation of other teachers. Dr. Patriarca said that we know what the components of successful alternative licensure programs need to be, we should be able to collaborate on a proposal and apply for grants to implement a lateral entry licensure program that would adequately address the unique needs of this population of teachers.

Ralph Evans, Director of the Northeast Collaborative, a group of 14 school systems in the northeast quadrant of the state that are dedicated to identifying and addressing the needs of newly licensed professionals, discussed the organization's mission to provide quality support to new teachers, lateral entry teachers, and to support coaches, mentors, and administrators that work with these teachers. The organization is 24 years old and districts pay a modest fee to belong and be eligible for coaching, resources and an intensive 10 day orientation for their LE and new teachers. Mr. Evans shared a summary of lateral entry data and vacancies in 10 of the 14 counties that the Collaborative works with. This data, collected in late September of 2015 depicts vacancies in elementary schools, middle schools, special education and three secondary subjects area and totaled 171 as of September 30. These lower socio-economic districts are constantly competing with larger, wealthier districts for teachers. Dr. Spain added that Warren County doesn't have a university nearby where LE teachers might further their education and work toward licensure. Warren County salaries are lower than the bigger neighboring districts and he has to go out of state to recruit teachers because of the limited pipeline.

Dr. Patriarca added that there are trends evident in statewide data about teachers that we should be aware of when considering developing a proposal that addresses supports for these teachers: 1) The number of LE hires are increasing; 2) The number of LE hires in elementary and middle grades are increasing (particularly in high needs areas of the state); 3) Teacher education programs are producing fewer teachers, and 4) the number of teachers retiring is increasing.

Elizabeth Cunningham noted that the federal FELS program, which is distributed to college recruiting offices, provides loans for education but the definition of who can access these funds must be changed to expand the eligible population to LE teachers.

ECU and NC STEP then discussed their lateral entry programs, defining the components of these programs, and noting common ground and differences in what they offer. It was agreed

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that a defined cohesive program of study for lateral entry teachers should be the focus of any partnership effort.

Stacy facilitated the discussion to identify the components of a desirable Alternative Learning Model that followed. The components discussed were:

1. It should be a cohort model particular to the location and challenges of rural environments, and the proximity to other counties and resources.
2. It should be a blended delivery model.
3. The focus should be on lateral entry teachers who are teachers of record.
4. It should include opportunities for peer learning.
5. The on-the-ground support, coaching, provided to these teachers must be communicated and aligned with other supports being offered in the schools.
6. It should include support for mentors.
7. Priority areas should include: science, special ed, math, elementary and middle grades if possible.
8. It should provide experiences that will lead to good teaching.
9. Prior to “launching” these teachers in the classroom there should be a summer boot camp.
10. Provide resources for “growing your own” teachers from a pool of teacher assistants, administrative assistants, community professionals etc.
11. Pay attention to early feedback regarding commitment to teaching.
12. Provide options for both licensure attainment and attainment of MATs. Provide a fast-track to licensure.
13. Identify specific roles and responsibilities for school districts, principals, coaches and mentors that results in intentional collaboration between all partners.
14. The proposal should be both sustainable and scalable.
15. There should be a component of program evaluation that captures lessons learned.

Kat Ngaruiya and Dr. Patriarca discussed possible funding sources for the proposal. Kat’s suggestions focused on federal funding opportunities and Dr. Patriarca’s information captured foundations that might entertain funding an alternative learning proposal.

Assignments and next steps were then identified:

1. Elizabeth- will provide committee members with information about FELS, the funds currently distributed by college recruiting offices to applicants pursuing STEM degrees.
2. Mr. Evans will work with the districts that did not provide data on lateral entry and vacancies.
3. Dr Patriarca and Stacy will work on a skeletal model for licensure that will include approximate costs for school districts.
4. Kat and Dr. Patriarca will draft a funding package aligned to the proposed model.
5. Mr. Evans and Dr. Spain will explore dates before mid-December when we can speak with the Collaborative Superintendents about their support for an Alternative Learning proposal.

The meeting participants agreed to meet for a strategy session in November to continue to build the proposal.